[April 3, 1969]

WELLESLEY NEWS

Vol. LXII | WELLESLEY, MASS., APRIL 18, 1969 | No. 21

Coed Week Looms On Horizon

Ed. Note: The following is a complete schedule for Coed Week. Although applications for men to stay on campus are still being accepted, the emphasis will be on Boston area students commuting to Wellesley. Invite all your male student friends.

MONDAY

Afternoon, 4:00: Easter egg roll on Severance Hill; 4:15 Poetry Reading by Robert Pinsky in Pope Room; 5:00 Blue Notes will sing in Tower.

Evening: After-dinner piano and drum session in Tower; 7:30 open Senate meeting on judicial proposals; 8:00 lecture on "The Nigerian-Biafran Conflict" by Mrs. Shimony in Pendleton; 8:00 MIT-Wellesley Debate Society on "Executive control over US foreign policy should be significantly curtailed" in Ree Building.

TUESDAY

Afternoon, 4:00: bridge get-together in Ree Building lounge; 5:00 Dance Group show in Alum; 5:00 participatory play-readings in Tower.

Evening, 7:30: Black Art lecture by Alvin Wardline '69 in Jewell; 8:00 "Sing Thing" in Pendleton; 9:30 Folk and Blues Concert in Munger.

WEDNESDAY

Morning, 10 - 12:00: "Explorations in Interpersonal Communication" in Ree Building lounge (limited to 30 people).

Afternoon, 3:00: Touch football in Tower courtyard; 3 - 5:00 tea and bridge in Severance; 4:15 tea in all but new dorms, sing-along in Tower; 4:15 Newman Club Folk Mass, speaker and supper in 200 Billings.

Evening, 7:15: Coop Ed Film Course "Footlight Parade" in 100 Sage; 7:30- 10:00 "French Cafe" on French corridor in Tower; 8:00 Biology Lecture by Dr. Marilyn G. Farquhar; 8:30 Folk Concert by Bates-Harvard-Yale in Bates.

THURSDAY

Afternoon, 4:00: Open tennis tournament by Ree Building; 4:15 open choir sing in Jewett; 4:15 "Barstow Show" in Jewett Rehearsal Room.

Evening, 7:00: Participatory "dramatic reading" in Severance; 7:30 open rehearsal of Shaw's Misalliance; 8:00 discussion in dorms, John Hardwig and Mrs. Ingrid Stadler on "Can man be a creator of values?" plus cider and donuts in Cazenove; Mrs. Leflowitz on "Governance of Colleges" in Munger; Mrs. Bell on "Consumer protection?" in Freeman; 10:00 piano-guitar sing along and food in Stone.

FRIDAY

Afternoon, 4:00: Tea and bridge in Bates, Freeman, McAfee; 4:15 Film Society "Knife in the Water" in Pendleton; 4:30 Princeton University Debate "Should Wellesley College be Coeducational?" in Jewell.

Evening, 7:30: Film Society movie; 8:00 "Pomeroy and the Arts" party in Pomeroy.

SATURDAY

Morning, 11:00: Slides of Wellesley College Theater productions will be shown in Jewett corridor.

Evening, 8:00: Mixer in Alumnae Hall.

Council Votes M.A. Program; Approves More Education

In its meeting Mar. 20, Academic Council approved a continuing education plan for Wellesley, an expanded graduate studies program, and agreed upon a revised calendar for next year. A Russian major and revisions for the education department were also instituted.

The approved calendar begins with classes on Sept. 18, and coordinates with MIT on vacations and holidays. Classes end first term before Christmas, with a reading period and exams following. A 10-day winter recess precedes Term II, whose classes end May 22. Exams are over June 1, with graduation June 10.

Despite professor of Biblical history Denbeaux' concern that Wellesley was becoming "an appendage to MIT," the plan showed widely-based support.

With the realization of the implications for the undergraduate college, Council debate centered on Wellesley's expanding M.A. programs. Members of the art, French, biological sciences, and chemistry departments voiced support for plans in their fields, while Mr. Denbeaux expressed concern that interest was lacking in departments housed in Founders and Green.

M.A. Program Useful

Miss Padykula of biology suggested that in addition to offering an M.A. while most schools opt only for Ph.D. candidates, graduates could prove useful lab and teaching assistants for the undergraduate courses. The art department could benefit in a like manner, said Mrs. Lillian Anderson.

A provision that men be admitted to the graduate program provoked varied responses, with Mr. Goldman of economics asserting that this could be a means for moving into coeducation "backwards." Mrs. Lefkowitz, presenting the measures for the Curriculum Committee, then pointed out that men are on campus already with MIT cross-registration.

On the Issue of Men

Reminding Council that the M.A program was not slated for institution, if approved, until fall 1970, associate professor of history Kathryn Preyer cited next year's commission on coeducation as dealing with that problem.

On the less controversial topic of continuing education, Mrs. Lefkowitz expressed the Curriculum Committee's view that "Wellesley could provide a real educational service in this geographical area," as a suburban campus. The program would allow qualified women who had left college to work on their B.A.s on a part-time basis while raising a family.

Awaiting Further Study

Recommendations for both the M.A. and the continuing education plans, while approved by Council, are contingent upon feasibility and cost-analysis studies to be conducted next year.

Other Academic Council business was largely routine. Education courses now cross-listed for Group B. In addition, two new education courses were approved, with the limit on the number of courses elected in the department removed.

With the creation of the Russian major, Mr. Goldman objected to "the proliferation of language departments." In response, Mr. Gniand of the French department enumerated reasons for the departments' view that a larger grouping would be unwise.

Just prior to the 6:00 adjournment bell, Mrs. Haring of philosophy introduced a revised resolution of a statement submitted last year by Mrs. Guernsey of physics. Discussion of the proposal against all classified research on campus will continue at the next meeting.

Tiz Good '71 and Peter Q. Harris, MIT '69 probe the future of the single-sex college.

Photo by Sue Wing '71

Panel Probes Student Malaise At Wellesley-MIT 'Happening

by Sue Wing '71

The Wellesley Clubs of New Jersey and the MIT Club of Northern New Jersey cordially invite you to a JOINT DINNER HAPPENING in recognition of the cooperative educational venture undertaken by Wellesley College and the Massachusetts Institute of Technology. — "WHAT IS THE FUTURE OF THE SINGLE SEX COLLEGE?" — This program will give you an opportunity to meet with undergraduates and ask questions regarding the cooperative program, the new university structure and the "gaginsh" existing on many campuses today. You will find it fun and informative. Bring "male or date." Reservations received by March 21 will be eligible for a door prize.

In answer to this invitation, nearly two hundred New Jersey residents came Fri., Mar. 28 to Stouffer's at the Mall in Short Hills, N.J. to hear a panel discussion moderated by Richard M. Douglas, professor of history and head of the department of humanities at MIT and Phillip Phibbs, Wellesley executive vice-president; Sandy Harlow '69, Alan Goldberg '70, and Peter Q. Harris, '69 from MIT, and Tiz Good '71, Betsy Goehner '70, and Sue Wing '71 from Wellesley were the undergraduate panel members.

Appraisal of Education

"This notion of an exchange, a cross-registration, between MIT and Wellesley began as a quiet and secret conspiracy on Memorial Drive in Cambridge," Mr. Douglas opened the discussion, asking "what each of these students regards to be a direction of interest or significant or noticeable change on her campus or his in recent years." Treating the MIT-Wellesley program only briefly, the panel members expanded their discussion into a broader appraisal of current educational questions. Excerpts follow:

Mr. Douglas: I think we could see a contradiction in purpose as we talked to people on each side of Route 128; the girls . . . would say, "I'm tired of the convent atmos-

(Continued on Page 5)

New Image-Maker Moves In

by Mary Enterline '70

"I like new things . . . I think higher education is where it's at today, where the barricades are. If I can help in any way to make an institution responsive to the new kind of spirit on campus, I'd like to very much," explained Mrs. Suzanne Gordon, new director of publicity, when asked why she came to Wellesley.

Until July 1 Mrs. Gordon will be at Wellesley on a part-time basis because she will continue as special assistant to the president of Federal City College, a new public university in Washington, D.C., which opened last September with 2400 freshmen. Calling her work there "a fascinating and great experience," Mrs. Gordon noted, "How lucky I am. How many people have the opportunity to help start a college?" She had lobbied in Congress for the creation of this college because "the people of Washington had never had the opportunity for public higher education."

Wellesley "Exciting"

Noting, "Wellesley can be a very exciting place . . . perhaps it takes an outsider to see it," Mrs. Gordon pointed to the many issues being debated on campus "like co-education and the opening of Wellesley to more kinds of people who would not necessarily have applied before and who will, of course, enrich the life on campus."

"The only reason for this office's being is to serve the College, the students," she emphasized. "I hope students come in for help, for example, on how to have something publicized." Expressing a desire for suggestions toward improvements, she stated, "If anything should be done, please tell me; the door to the office is always open."

Helped Set Up Peace Corps

A graduate of Black Mountain College, Harvard Graduate School, and the Radcliffe Management Program, Mrs. Gordon originally moved in Washington in 1961 to become a member of the original task force to set up the Peace Corps. From 1961 to 1962 as consultant to the selection division in developing methods of identifying, evaluating, and selecting Peace Corps volunteers, she initiated and conducted psychological research on the phases of the selection process.

As associate research scientist at the American Institute for Research from 1962 to 1963, she served as study director for a research project concerned with motivation of Peace Corps volunteers and success prediction. Participating in a study of qualifications needed for key A.I.D. positions, she conducted intensive interviews in the United States Arab Republic and Ethiopia during the summer of 1963.

Work with People

Mrs. Gordon then assumed the position of special assistant to the dean of education at George Washington University where she was responsible for designing programs through which the university could offer greater service to many Washington communities and for promoting more involvement of community members in affairs and programs of the University.

"When legislation passed to establish OEO, I chose to work at the local level so that I'd have more opportunity to work with people," Mrs. Gordon commented in regard to her

(Continued on Page 7)

Intellectual Intercourse

Dartmouth did it. Princeton did it. Yale did it first, and with overwhelming results. But now that Wellesley will sponsor five days of coeducation next week, hardly anyone seems to care.

Despite its popularity among the Ivy League and its seeming lack of appeal to Wellesley students, the idea of a Coed Week is not so old that it can't have an important impact on Wellesley. Furthermore, the fact remains that complete coeducation has not yet been tried here. Coed Week will mean having men in all our classes, every day — a far cry from the few scattered MIT faces presently seen on campus. More importantly, perhaps, it will mean having men in our living rooms and in our dining rooms, with the opportunity for informal discussions and casual friendships to develop. And Coed Week will bring many special events to Wellesley (see story, p. 1) to the advantage of every member of the college community.

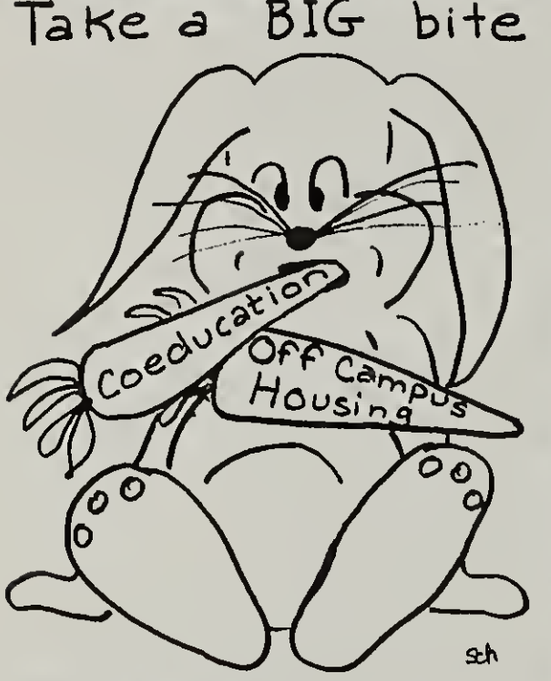
Nobody is pretending that Coed Week will be an exact simulation to Wellesley as a coed school. But News urges everyone to participate in the wide variety of activities the week will offer, and to allow the experience to prompt some serious thinking about what a Wellesley education should be.

Better Than Number I

Relevance. Structure. Content. Intellectual vigor. Communication. Community. Coeducation. These concepts became something more than worn-out words and tired rhetoric in **Waban II**, a "vehicle for the concrete analysis of education at Wellesley College." The magazine is an admirable search for definition of a liberal arts education at Wellesley. News commends Nancy Schelbner and the editorial board for collecting ideas, impressions, and reflections which may serve as focal points for further discussion on educational evaluation and reform.

The spectrum of topics and opinions is wide. **Waban II** includes the eloquent, the crass; the inspiring, the vapid; the hopeful, the despairing. The statements followed by responses were most effective interchanges of ideas. News urges further meaningful dialogue. Vague statements and criticisms of Wellesley's Tree Day image without reasoning and analysis are insufficient. News hopes that members of the college community will read the magazine despite technical imperfections in layout and printing which make reading difficult.

If **Waban II** has enlarged our ideas and fertilized our imaginations, it has served its purpose. But its pages do not tell what Wellesley is or can be. Translating rhetoric into reality is what one must come to grips with when **Waban II** is laid aside. Yet **Waban II** represents an attempt to integrate action and thoughtful discussion.



WELLESLEY NEWS

Owned, operated, and published weekly on Thursday, September through May inclusive except during Christmas and spring vacation during examination periods by the Wellesley College News, offices in Billings Hall, Wellesley College, Wellesley, Mass. 02181. Telephone 235-0543 and 234-0320, extension 270. Circulation 2500 to students (included in tuition) and to faculty, plus 500 subscriptions, 500 office copies. Subscriptions $5.00 per annum. Second class postage paid at Boston, Mass., under the act of March 3, 1897. Represented for National Advertising by National Advertising Service Inc. The opinions expressed in this newspaper are not necessarily those of the Administration.

Editor Emeritus: Penny Ortner '69
Editor-in-Chief: Sue Heinemann '70
Managing Editor: Mary Entenmann '70
News Editor: Anne Trebilcock '70
Junior Editors:
Managing: Betsy Bowman '71, Candy Fowler '71, Sue Wing '71
News: Pat Nicely '71, Martha Wesson '71
Reporters: Louise Bedichek '72, Wendi Belser '72, Andi Biren '72, Susan Buyer '71, Joanne Curtis '72, Janine DeCoster '72, Peggy Goetz '72, Peggy Mucklewicz '72, June Roberts '70, Ruth Rowse '70, Paula Silberthau '72, Page Talbott '72, Louise Welch '72, Judy Wong '71
Sports Reporter: Chris Evans '69
Associate Reporters: Mary Henry '71, Jane Hilder '70, Margot Keom '71
Photography: Lin Tucker '71, editor, Marly Brand '71
Business Manager: Bronwyn Edwards '73
Circulation Manager: Betsy Greene '71
Advertising Managers: Martha Morrison '70, Joanne Sidwell '69
Layout: Trudy Hopper '71

The Reader Writes

Lost "Found"

To the Editor:

Your editorial "In Memoriam" in the March 20 issue makes a most interesting assertion: "Although the speech by Robert Garis, professor [sic] of English, may have been a good classroom lecture, the vast majority of the College community who stayed away from convocation must have found (bold face mine) the 'Relevance of Isben' irrelevant." But if they didn't come, how could they find? Your term "found" implies a process of investigation, analysis, and deduction; in standard English your editorial should have read "assumed." Your language says something about the undergraduate state of mind that is reminiscent of Plato's description of the inmates of the cave in Republic VII 517a, who were content with "life" as they saw it and their own system of values, and were accordingly violently unwilling to listen to anyone else.

Mary Lefkowitz,
Assistant Professor of
Greek and Latin

Answer Girls

Plans are now getting under way for meeting the class of 1973 and you soon-to-become sophomores can play an active part in Freshman Orientation Week.

An Ask-Me's job is very important because she sets the tone of Wellesley life for the incoming freshman. As guides, bellhops, and just experienced Wellesley students, you will be greatly appreciated by all during the first hectic hours and days. Meeting and assisting the girls of the new freshman class is great! Being the most recent freshmen, you can best remember the concerns these girls might have.

If you would like to become an Ask-Me sign up in your dorm by Friday, April 11. Those chosen as Ask-Me's will be notified by the end of April. If you have any questions, please ask me.

Kim Hamilton,
Head of Ask-Me's '69

Facts in the Slums

To the Editor:

As one who has been interested in the Cambridge political scene from time to time, I would like to correct at least some of the misinformation that your readers may have picked up as a result of your article on Cambridge "Slumlords" in the March 20 issue.

Most members of the City Council are not "landlords or businessmen." Two are housewives and mothers; two are practicing lawyers, one of whom teaches at a local law school; another is an MIT professor of history; and still another is an employee of the Commonwealth. That leaves only three out of nine to be classified as "landlords or businessmen."

Chapter 43 Section 40 of the Massachusetts General Laws requires the City Council to place an initiative petition on the ballot if it is properly drawn and has the required number of signatures. It is not necessary to unite the people and demand enforcement by demonstrations, unless, of course, a majority of the voters reject the petition.

No mention was made of the forceful leadership which the City Council, unanimously, has displayed in fighting the horrendous Inner Belt.

To say that the City has not opposed unbridled purchasing of property by the universities is to ignore completely what transpires at almost every weekly meeting of the City Council, as any vice president of Harvard or MIT will tell you.

Regardless of the overall merit of the Peace and Freedom Campaign (and there is no doubt that they are focusing with others upon some of the worst abuses of the landlord system) they ultimately do themselves little good by spraying their shots in all directions in order to promote confrontations. Nor, may I respectfully suggest, does News help its readers by printing as fact what is in reality a political tract.

Sincerely yours,
Alan J. Lefkowitz

Anti-Esperanto

Ed. Note: The following letter was submitted by Miss Avitabile with this comment: "The letter was prompted by some remarks made by Mr. Marshall Goldman at the meeting of Academic Council on March 20. I believe it is of interest to the College community as a whole."

Open Letter to Mr. Goldman:

On the occasion of the vote on the Russian major in Academic Council you indicated, if I understand correctly, concern over the proliferation of small departments offering majors and the wish that there were more literature courses in translation. In regard to the first question you suggested some kind of administrative grouping of the language and literature departments. As Mr. Galand said, the foreign language department chairmen had already discussed this possibility and rejected it precisely because the languages are different and therefore the formal union of the departments would not solve the basic differences and individual problems of the several departments. They saw no real advantages in such a grouping. The chairmen favored the present loose and informal consultations among department chairmen (to which others are invited when occasion demands it) to discuss common problems and seek ways to collobrate in comparative literature offerings and in other ways.

I think that it would be easier at present to group together in one administrative unit all or several of the social science departments than the foreign language departments. Your fields interrelate and you all use the English language in your teaching.

I realize that foreign language departments, most of them small or very small, lend themselves to being criticized on the grounds primarily of their smallness. Larger departments consider them a stumbling block or a nuisance since small departments could easily be wiped out unless they were "protected" and larger departments are asked to do some of the "protecting."

I suggest that a liberal arts education is something more than a set of consumer goods and that the law of supply and demand should not determine what is offered under its aegis—at least not in absolute terms. In passing I note that even governments establish protective tariffs. It seems to me that our basic problem is to find the way to encourage students to distribute themselves in a more equitable manner among the various departments and courses, possibly through more objective and perceptive advising at all levels, and perhaps by instituting more flexible types of majors. As you stated, you may not want to learn Italian, but others may find a key to open a door leading to interesting places or a useful pursuit in gaining a better and deeper understanding of so-called western civilization. If I am not mistaken, the notions governing business enterprises were first devised and used by Italian bankers and merchants in the Middle Ages.

Unless you wish to remove foreign languages and literatures from the curriculum, the problem is not so much whether they should be lumped together in an administrative unit but whether they should have an adequate number of students to be effective collaborators in the enterprise of educating the students. Since I have been at Wellesley (this is my seventeenth year) I have tried (obviously most ineffectively) to convince colleagues and officers of the administration that the problem of small enrollments in Italian is primarily a college problem since, with very few exceptions, students come to Wellesley without any training in the Italian language and without any idea that things Italian are anything but pizza, fashions and possibly the arias of a few operas; for a few there is the memory of a pleasant summer trip which includes hazily remembered visits to museums and churches. Today I feel that, in spite of my ineffectiveness, I must continue to try to convince my colleagues that the problem of enrollments in all small departments — not only Italian — is primarily a college, not a departmen-

(Continued on page 8)

Now Speak Aloud

Peterson Clarifies Inequities

by Norman R. Petersen, Jr.
Assistant Professor of Religion and Biblical Studies

In the article on tenure in the Mar. 20, 1969, edition of the Wellesley News I was misquoted in such a way as to do a disservice to my department. In the process, the point I was trying to make was also totally lost. Since this point was picked up neither in the article nor the related editorial ("Security Guards"), a double clarification is in order.

The article quoted me as saying: "I would like to see the tenure policy democratized by allowing junior faculty some say in what courses are offered by the department, which is presently largely determined by the interests of the senior faculty members."

While I am admittedly not incapable of such garbled thinking I did feel that I was rather lucid about the point to which this quote refers. Suffice it to say that in the religion department all full-time members of the department, in their second year at the college and thereafter, vote on matters of curriculum, as well as in the election of their chairman — as required by college legislation. On the other hand, the interviewer was not terribly far off base insofar as the tenured faculty are in charge of staffing specific courses. You may vote a course into your curriculum, but the small committee has to staff it before it becomes a reality. But this was only one aspect of the problem dealt with in the telephone interview, namely the relation between tenure and the small committee system.

If I see it correctly, the major problem confronted by junior faculty and students alike is not tenure as such, but rather the small committee system. For it is the small committee which has the major role in hiring, firing and promoting, and the sole power in the staffing of courses. Although legislation gives the small committees only a power to recommend in matters of hiring, firing and promotion, their recommendations are almost uniformly acceded to by the Appointments Committee and the President — who have formal authority. There is, as it were, a sacred privilege of autonomy which the Appointments Committee and President have traditionally granted to the small committees, or which the small committees have claimed for themselves. I really don't know which came first, but that the privilege exists is hard to dispute.

What I was trying to suggest in the interview with News was that the small committee system should be abolished and that the power now given to tenured faculty and their small committees should be democratized. Ie., all fulltime members of the faculty (with whatever qualifications as to time in the college or degrees council may wish to make) should be empowered or enabled to vote on matters of hiring, firing, promotion and staffing of courses with a department. The results of such voting would then proceed according to existing channels, namely to the committees of academic council on appointments (including promotion) and curriculum, and to the President. I agree with News that the appointments committee should be strengthened considerably and expanded.

What I am questioning, therefore, is the relationship of power to tenure, not the notion of tenure itself — which I take to be a reasonable award of job security for responsible seniority — nor the so-called fifty per cent rule, when it is employed with a view to the health of the curriculum as a whole.

In raising this question I have in mind the current deliberations of the structural revision committee, which is capable of recommending such a change in the tenure-small committee

(Continued on Page 7)

Students Must Choose, Vote for Commission Reps

by Joan Lister '71

Most of us, whether we came to Wellesley because it is a women's college or despite that fact, came in search of a stimulating, intellectually alive community. The Wellesley Commission is an opportunity for all segments of the college to study in depth the ways that Wellesley can best realize its potential for providing uniquely qualified students, in any sense of the expression, with an exciting educational experience.

Wellesley has defined itself as a relatively small, academically excellent liberal arts college for women. As I understand it, the purpose of the Commission is to examine the future desirability of this definition with regard to both theoretical and practical considerations. A primary focus will be the issue of co-education. I am sympathetic to the idea of a co-educational Wellesley, although I feel that all possibilities need to be much more thoroughly explored before any intelligent decision can be reached. Equally important is the question of what a Wellesley education should encompass, how liberal a liberal arts program should be.

To make this Commission meaningful requires individuals willing to give it time, determination, and imagination. I am.

by Clare Mankowski '72

In the past the image of Wellesley has been the picture of a "Haven" where one can pursue her academic desires while being free from the distractions of men and social activities. For "fun" or entertainment, girls would go into Boston — into the real world.

Now there is a reason to consider seriously changing this image. Many more women — and many Wellesley graduates — are going into occupations that were once held by men. People are simply becoming more aware of the world. In either case, the viewpoints of the other half of society are not being incorporated into our sheltered learning experience.

However desirable coeducation may be, there are problems which this commission was created to consider. I feel I may be of service in analyzing both the problems and the advantages.

by Geneva Overholser '70

At a time when change comes so rapidly and often so violently, Wellesley has been fortunate enough to meet the need and respond to many areas of change effectively. Adjustments such as those on which the SRC is currently working have effected sweeping difference in both social and academic life at Wellesley. But a look at the future demands a broader examination and evaluation of the education which Wellesley offers.

Will the present standards and emphasis enable Wellesley to stay on top and continue to offer a much-sought-after experience? Or do we need to look in new directions, find new emphases, to grow with the times? As more schools turn to co-education, will Wellesley remain effective as a woman's college? If we go coed, will a position as a small, coed, liberal arts college in suburban Boston be sufficiently attractive? Or do we need to look toward a new uniqueness, special qualities which will continue to attract the top faculty and students the college now can claim?

Increased coordination, with MIT and other schools, may entice students who want flexibility and faculty who want research facilities. But how much should there be, how would this be carried out, and will coordination alone serve the purpose of expanding Wellesley's offerings? These questions and many others must be answered to insure the productive future of Wellesley. The commission is of the utmost importance, it should be a meaningful experience, and I would like to be a part of it.

by Page Talbott '72

Perhaps the most important aspiration of Wellesley College should be greater flexibility. This might mean acceptance of credits from other colleges and an increased exchange program with institutions in the U.S. and abroad. It could mean an optional five year program for those students with high potential and poor high school preparation. There could be more chance for field work, case studies, and novel learning experiences for credit.

Increased faculty-student-administration communication, less apathy on the part of the students, a renewed faith and interest in the educational experience — all are imperative if Wellesley is going to continue to attract committed and stimulated students.

The Wellesley Commission is not the Coeducational Commission. Rather it is a body designated to study what is best for the future of Wellesley. It must establish a goal that is both economically and temporally feasible. Then a concrete plan must be formulated and put into action, soon, so that five years from now, what is an ideal is a fact.

by Louise Bedicheck '72

I feel that Wellesley cannot maintain its traditional standard of excellence without making changes in its policies. The Commission's job, as I see it, will be to help Wellesley adapt to a world that has changed radically even in the past decade. The Commission will have to redefine an "excellent education" and to consider the possibilities for improving the quality of the Wellesley education. Chief among these possibilities, I feel, will be co-education, increased diversity of the student body, and greater academic and social freedom. I do not advocate immediate adoption of any of these policies, but I think they are the most vital issues for the Commission to consider.

by Lee Flournoy '71

It seems vitally important to me that Wellesley promptly and carefully consider the role coeducation should play in its future in terms of the effect coeducation might have on the present Wellesley experience. For the past month, I have worked on an ad hoc committee's writing of a poll planned, before the commission's establishment, to increase the exchange of ideas on coeducation among students, faculty and administration. Work for this poll has given me an awareness of some of the relevant questions. The benefits of having men on campus could easily be evaluated from the experiences of schools with a long history of coeducation. At the same time, I think it necessary to deal with problems such as other potential financial priorities (e.g. more scholarships, increased faculty salaries), and attracting qualified men without reducing the number of high quality women's places. These and other issues tie the decision about coeducation to the question of Wellesley's fundamental direction, and I think coeducation must be considered in such sweeping terms. An open mind to alternatives is important — 2 way term transfers with a men's school might solve many problems. A reasonably prompt study of an issue of this scope will mean intensive work, but I feel the decision is central to Wellesley's future.

by Kyte Cohen '72

The main purpose of the Commission to study Wellesley's future should be to redefine and examine the goals of a Wellesley education, and to investigate how they may be effectively implemented. The Commission must 1) state clearly the philosophy behind a Wellesley education, 2) evaluate all aspects of the Wellesley experience and 3) suggest constructive changes. Many questions must be considered. For example, should there be a change in decision-making procedure at Wellesley? Is coeducation desirable? Should more intense relationships with surrounding communities be sought? Is the gracious living approach to college a valid one?

Briefly, I favor coeducation, increased flexibility of curriculum, greater student and faculty responsibility in decision-making and greater realism in the college environment. These views have been presented to indicate the general bent of my thinking, but they must be placed in proper perspective. The commission is basically an investigatory one. It must serve as a sounding board for all ideas and outlooks, and it is essential that its activities not become lost to the view of the college community. If I am elected I will work to realize the full implications for the critical evaluation and improvement of Wellesley which the commission represents.

by Ellen Kaufman '71

Today, more than ever before, opportunities for the superior education in a coed setting are available to the kind of a girl Wellesley has always attracted. The many students who are attempting to transfer are highly aware of this the institution too must admit it frankly.

Does survival in the academic world require coeducation? My feelings are mixed. I believe that the valuable and unique aspects of Wellesley's personality should not be discarded simply to go along with the wind of the times. But if the women's college is no longer functional, sentimentality should not be allowed to stand in the way of constructive change.

If coeducation is necessary, what kind? — I am not sure. I do not feel that the exchange program with MIT or programs of one semester transfers really confront the issue. Perhaps on-campus coeducation despite the problems it will entail, may be the answer.

But I cannot offer a panacea; neither the Commission nor coeducation can solve all the problems. What the Commission can — and must — do is to combine the need for coeducation with an awareness of Wellesley's unique qualities, in an attempt to produce the most viable plan for the Wellesley of today.

by Rachel Kurshan '72

With many colleges now open to women, single-sex schools are no longer necessary so that women may receive opportunities in education equivalent to those provided for men. Therefore, a most fundamental question facing the newly formed commission is whether women have significantly different needs from men, which can best be met in a non-coed school. Conversely, does the single-sex college create an artificial and unhealthy environment as preparation for life after graduation? Are women afraid to display their fullest intellectual capabilities in a classroom with men, or do they supply needed motivation and Insight? Would women feel more social pressure if Wellesley were coed, especially considering its small size, or would social life be more natural without the week versus weekend dichotomy? The commission members will have to examine a great quantity of material, including student, faculty, alumnae, and applicant polls, psychological and sociological studies, and the reports of colleges which have made the transition to coeducation. The study of Wellesley's future as a women's college will also lead into many related areas, such as the role of a liberal arts college, its relation to the community, and leadership within the school. Because the commission's conclusions will greatly influence the future of Wellesley College, every step will have to be extensively, impartially, and accurately researched.

by Barbara Gilbert '71

Coeducation at Wellesley demands serious consideration. The costs and advantages of a separate education must be assessed in educational as well as financial terms to determine its present and future relevance. Does the present Wellesley environment offer the best experience possible for its facilities, and, in fifteen years, what quality of students, faculty, and performance will the institution be able to command? Such long range considerations, determining Wellesley's character well after her present students have graduated, require objective cooperation. Student collaboration can contribute a unique perspective for evaluating the relevance of the present system, comparing it with other institutions and projecting this to future classes at Wellesley. I would like to help represent this perspective, promising an awareness and respect for the whole range of student opinion, offering my own experience here, at a coed public high school, and at both coed and girls' camps, and my sincere concern and commitment to Wellesley's future.

by Darryl Lavitt '70

Our future is what must be determined by integrating student attitudes and objective study. Since the Commission will be doing the study, I want to say now that what I think would be the Wellesley education.

Since Wellesley is not mass-producing "professionals," it can have the freedom to explore intellectual modes which can make the intellectual perspective relevant in a personal sense, not only an academic one. This implies our thinking doesn't have to be traditional, but can and should be experimental. Furthermore, we can have constructive dialogues in private or public meetings, on classroom or campus issues, with members of the faculty and administration.

Another point, if the most total educational experience includes a variegated range of intellectual textures, there are certainly lots of threads to weave into The Educational Experience in the Boston area. And while we're talking about incorporating a range of perspectives on educational experience — wouldn't it make sense to include the other half of humanity in our range? Men are often more courageous in a classroom, not necessarily smarter; we need the contagious vitality of men's minds. And maybe we wouldn't lose some of our best professors who don't find one-sided atmosphere invigorating.

Finally, as it stands, wanting to live out of the ivory tower in the "real world" seven days a week instead of two is a valid desire; i.e. residency requirements need loosening. Learning doesn't stop when we leave the campus.

by Anne Davies '72

I think the purpose of the Commission should be to investigate the relationship of the college to the society in which it must prepare its students to function. The three major issues I would want to examine are coeducation (or coordination, as the case may be), diversity (economic as well as racial) in the student body, and the involvement of college and students in Boston and the surrounding area. These I consider vital to an education based on the opportunity for a wide variety of experiences as well as academics.

The pros and cons of coeducation are many, and questions such as, "Can education on an all-women's campus be relevant?" and "Is coeducation a fad?" must be answered. It may be that a massive program of coordination with men's colleges and universities is the solution. I don't know — that's one problem the Commission will analyze.. However, it's not by any means the only one. There are important social issues — like racism — on which Wellesley as a college must have the guts to take an active stand. The recruitment of black students and the establishment of courses in black culture are good, but only a beginning. Of equal importance is the relationship of the college to Boston. To function efficiently once out of college students should be aware of the problems in education, housing, jobs, etc., which face much of society, and awareness is best fostered by direct contact.

by Elizabeth Rudman '71

Given Wellesley's present character: its physical structure, location, reputation, faculty, student body etc., where do its greatest assets lie? And given the society of today and the future, what philosophy will best guide Wellesley in using these assets to maximize her potential as an educational institution?

What I would bring to this Commission, if elected, is not a new issue or theory of education, but an open mind and my best efforts to comprehend the complexities and implications of the issues involved. We must not take refuge in the traditional merely because it is easier and more secure, nor in the modern because it is new and exciting. Decisions must be based on sound educational values, which involve the individual's opportunity to maximize his own potential for development.

LOWER THE VOTING AGE?

The National Youth Mobilization Conference on lowering the voting age to eighteen years, will take place in Washington, D.C., on Monday, April 21, and Tuesday, April 22. The Youth and College Division of the NAACP will serve as sponsor and host of this Conference, with other groups, such as the Youth Franchise Coalition, cooperating.

Anyone interested in attending this conference should contact Pixie Loomis '70 in Shafer as soon as possible for more information.

DANFORTH FELLOWSHIP

Frances Ferguson '69 has won a Danforth Graduate Fellowship for advanced study for the Ph.D. degree, according to a recent announcement from the Danforth Foundation of St. Louis, Mo.

The Fellowship provides tuition and living expenses for four years of study in preparation for a career of college teaching. An English major, Francie was one of 113 Fellowship winners in a field of more than 1900 college seniors throughout the United States who competed for the award.

Expert Repairs Custom Designing

RICHARD M. DANA, Inc.
JEWELERS

43 Central Street
Wellesley
237-2730

College Promotes 12 Faculty

Edit. Note: The following is a March 20 release from the Publicity Office.

Twelve promotions on the Wellesley College faculty have been announced by Ruth M. Adams, president of the College, effective in September 1969.

Promoted to full professor in the physical education department was Betty Spears. Named associate professors were Ella Pacaluyko, Russian; Roger Johnson, religion and Biblical studies; Owen Jander, music; Dorothea Widmayer, biological sciences; Mrs. Ann L. Lefkowitz and Katherine Geffcken, Greek and Latin; and James Lochlin, chemistry. All are residents of Wellesley except Mrs. Lefkowitz who lives in Cambridge.

Promoted to assistant professor were: Wellesley resident, Clifford J. Green and Harold Y. Vanderpool, religion and Biblical studies; Mrs. Edward B. Allen and Mrs. George C. Yang, biological sciences, who live in Somerville and Wayland respectively.

Miss Spears is a specialist in aquatics and is currently engaged in research which includes an analysis of the breathing cycle in swimming. She is co-author of Fundamentals of Synchronized Swimming and Aquatic Handbook and contributing author to Water Fun for Everyone. She is secretary of the National Association of Physical Education of College Women and past president of its Eastern Association. A graduate of Purdue University, she holds the M.S. degree from Wellesley and the Ph.D from New York University.

Miss Pacaluyko's field of interest is the history of Russian language and its verbal aspects. She received Wellesley's Huber Award for the year 1968-69 and is conducting research on Esenin's imagery and translation of Elena Guro's prose. She spent the year 1963-64 on a U.S.-U.S.S.R. governmental exchange where her work included a detailed study of the linguistic machines developed by the Russians. A graduate of Cornell University, Miss Pacaluyko earned her M.A. from Radcliffe and the Ph.D. from Harvard University.

Roger Johnson, who is teaching at Chung Chi College, a part of the Chinese University of Hong Kong, for the current academic year, is the second member of the faculty to be appointed to the post by the Wellesley Yenching Committee. A specialist in the field of contemporary theology, Mr. Johnson received his A.B. from Northwestern University, his B.D. from Yale Divinity School, and his Th.D. degree from Harvard Divinity School. With Mr. Johnson in Hong Kong are his wife and three children.

Owen Jander is the author of a recently published teaching anthology, Music of the Classical Era: Twenty Examples for Analysis. He is a specialist in Italian Music, particularly the cantata of the Baroque era. Since 1963, Mr. Jander has served as director of The Wellesley Edition, which includes The Italian Cantata and the Cantata Index Series, 10 volumes of which have been published under his supervision. For this work he received a Guggenheim Fellowship in 1966-67, and travelled extensively throughout Europe, examining manuscripts in numerous music libraries. A graduate of the University of Virginia, Mr. Jander received his M.A. and Ph.D. degrees from Harvard where he was a teaching fellow in the department of music before coming to Wellesley.

Dorothea Widmayer specializes in the genetics of microorganisms and most recently has been engaged in the study of mutations in cytoplasmic symbionts in paramecium. On a National Science Faculty Fellowship in 1966-67 she studied at the Institute of Animal Genetics in Edinburgh, Scotland, and was a National Institute of Health Trainee at the Marine Biological Laboratory, Woods Hole, during the summer of 1966. She earned her B.S. and M.S. degrees at Wellesley College and her Ph.D. from Indiana University.

Mrs. Lefkowitz has concentrated on Pindar and Bacchylides and is continuing her research on these two poets. She is also engaged in the translation of Latin plays never before published. Mrs. Lefkowitz was a Woodrow Wilson Fellow following her graduation from Wellesley in 1957 and earned her M.A. and Ph.D. degrees from Radcliffe.

Miss Geffcken is a scholar of Latin poetry of the first century B.C. and at present is continuing a study on Properlius, begun in 1964. Under a Fulbright grant and a Rome Prize Fellowship she spent the year 1954-55 at the American Academy in Rome. Miss Geffcken is New England editor of the Classical Journal. A graduate of Agnes Scott College, she holds the M.A. and Ph.D. degrees from Bryn Mawr.

James H. Lochlin, a specialist in physical chemistry, served last summer as a participant in the NSF Undergraduate Research Program at Wellesley, and the previous year was director of a NSF Equipment Grant for X-Ray Diffraction Facilities. He has served as a NSF visiting scientist to area schools and as a judge for the Massachusetts State Science Fair. A graduate of the College of Wooster, he earned his Ph.D. degree from MIT.

Clifford J. Green received a 1968-69 Huber Award from Wellesley for work on unpublished Bonhoeffer manuscripts in Germany. A specialist in systematic theology, his current research concerns sociality and transcendence in the Christology of Dietrich Bonhoeffer. A native of Australia, Mr. Green received his B.A. from Sydney University, and his B.D. and S.T.M. degrees from Union Theological Seminary.

Harold Y. Vanderpool has specialized in the American religious intellectual history of the latter part of the 19th century and is continuing research in this area. His articles have appeared in the North Atlantic Christian and The Twentieth Century Christian. He has held a Harvard University Fellowship and two Huber

(Continued on Page 7)

Faculty To Pursue Interests Under New Early Leave Policy

The trustees of Wellesley College have granted early leaves to five members of the faculty for the academic year 1969-70, in accordance with Wellesley's policy of making leaves available to younger teachers before they are eligible for sabbatical leave.

They are assistant professors Lillian A. Anderson, art; Ann Congleton, philosophy; Barry Phillips, English; James H. Lochlin, whose promotion to assistant professor is effective September 1969, chemistry; and resident artist, James W. Rayen.

Mrs. Anderson, whose field of specialization is 15th century Italian Renaissance art, will pursue a study of the stylistic and iconographic sources of a school of miniaturists active in Venice and Padua in the 1470's. Her research will take her to Venice and to Paris. In 1961-62 she undertook research in Venice and Northern Italy culminating in her Ph.D. thesis at Columbia, The Paintings and Drawings of Marco Zoppo (1433-1478).

Miss Congleton will use her leave to do research on the relationship between the New Left in politics and developments in twentieth century philosophy and theology, through a comparison of Wittgenstein and Bonhoeffer. A graduate of Wellesley, she obtained her M.A. and Ph.D degrees from Yale University where her doctoral dissertation was on Spinoza and Kierkegaard. During the past year she supervised the volunteer office crew of ten Wellesley students for Boston City Councilor Thomas I. Atkins.

Barry Phillips is a specialist in Elizabethan and Jacobean drama, but has also published articles on American literature. He will go to London to work on a book-length study of the structural relationship between the various parts of a literary work, using novels, plays and poems. He has been literary editor of The Correspondent.

James Lochlin specializes in physical chemistry and will use his leave to gain research experience in crystallography. In October 1968 at a meeting in Boston of the New England Regional American Chemical Society, he presented a paper on the study of crystal structure of tetraethysammonium bromide with 2 chloroform solvent molecules on which he is continuing research.

Artist-in-residence James W. Rayen will devote the year exclusively to painting both at home in Wellesley and at his summer residence in Truro. He is represented in the current art show, Young New England Painters, which opened at the Ringling Museum in Sarasota, Florida and is traveling to several other U.S. cities. In October, 1968, he held a one-man show at the Eleanor Rigel-baupl Gallery, Boston, and has been in a group show there and at Wellesley College Museum. Before coming to Wellesley in 1961 he lived for a year in Rome, while holding an Italian Government Grant in painting.

Students Plan Expanded Libe; Suggest Comfortable Facilities

by Betsy Bowman '71

Students responded with details, including maps of libraries they've enjoyed, to the recent questionnaire about possible changes for Wellesley's library. Miss Helen M. Brown, librarian, was very "grateful for the information" provided by the 673 students who returned completed questionnaires and found most of them "thoughtful."

The present library building was remodeled and enlarged in 1958. Last fall, the library was asked by the trustees to start planning another extension. It is estimated that three years will be given to planning and that it will take another three years to complete the building. This year, the librarians are sampling student and faculty opinion on changes and they will then draw up a set of suggestions for architects. The extension is scheduled for completion by the fall of 1976. At that time it would be difficult to shelve the library collection in the present building. The collection now increases by about 10,000 volumes a year.

"Creature Comforts" Wanted

Criticism of the present building by students emphasized noise, inadequate ventilation, overheating and lack of comfort. Students most desire: a place in the library for coffee, coke, snacks; more comfortable chairs; better heat and/or air control; carpeting (the last remodeling took place before carpeting became a practical floor covering); better lighting; a lounge for reading with no smoking permitted; and a lounge area for reading with smoking permitted; and a lounge area for conversation; drinking fountains and a small room for group study. All of these suggestions will be carefully studied and included if possible in the new building plan.

Other suggestions which are not dependent on a new building have been or will be implemented soon. For example, lighting in the Reference Room has been improved over spring vacation. A typing cubicle on the main floor has been painted white to lest the resulting increase in light intensity. Improved lighting in the Smith Room has been added to the list of summer projects.

Miss Brown also felt that some of the library's facilities were not known to all students. The Pope Room provides a collection of poetry, drama and other non-music recordings and tapes, with individual and group listening facilities. Also, each group of typing cubicles has a plug available for electric typewriter use.

NSF Aid Boosts Bio Research

Ed. note: The following is a release from the Office of Publicity.

For the fourth year, the National Science Foundation has awarded a grant to Miss Helen A. Padykula, professor of biological sciences. The grant will help finance the Undergraduate Research Participation Program, a ten-week summer session conducted by the biology department. Six to eight students and six faculty members participate in the research program.

"Each student becomes the associate of a faculty member and carries on her own project of study and research independent of, but in relation to, the ongoing research program of the faculty member," said Miss Padykula. "Once a week students and faculty come together to discuss their work."

Students invited to enter the program are usually juniors majoring in biological sciences or molecular biology, but any undergraduate who has the interest and enough scientific background may apply. For some, the research program is a chance to initiate honors work for the following academic year. The participating student receives a weekly stipend of $60. Upon completion of the summer's work she writes a summary of her research project for the National Science Foundation.

A second grant has been awarded by the National Science Foundation to Mrs. Jean Harrison, assistant professor of biological sciences. The grant is for research entitled "Auditory Physiology: Relation of Hindbrain, Midbrain and Forebrain." It involves electro-physiological recording from the brains of pigeons.

Wellesley has received three NSF grants this year, totalling $69,000, 150 in funds for scientific research.

Miss Eleanor R. Webster, professor of chemistry, received an NSF grant earlier this year for the Wellesley Institute in Chemistry. In its fifth year, the Institute offers women who graduated from college five or more years ago with a major or minor in chemistry a two-year program of part-time study leading to a master's degree.

To the extent that funds permit, participants will be eligible for free tuition at Wellesley College and for a tax-free stipend set in terms of need up to $1500 for each academic year and $200 for the summer program to help pay for baby sitters, transportation, books and supplies.

Miss Webster urges mature women, who are qualified for this program, and who live within commuting distance of Wellesley, to apply.

BIOLOGY LECTURE

Marilyn G. Farquhar, professor of pathology in residence at the School of Medicine, University of California, San Francisco, will deliver the first Helen Wendler Deane biology lecture here on Wed., April 9 at 8 p.m. in Jewett Auditorium. Her talk is entitled "Granulocytes: A Study of Cell Differentiation." All are invited.

Dr. Farquhar is an electron microscopist. In her lecture she will discuss her recent investigations on the ultra structure on differentiating white blood cells which are important parts of the defense mechanisms of the body. The late Dr. Deane, whose name the lectureship bears, was a cytologist and histochemist and a graduate of Wellesley. Helen A. Padykula, professor of biological sciences will give a special tribute to Dr. Deane. Dr. Padykula was a student and research associate of the late scientist.

ACTING WORKSHOP

An acting workshop will be sponsored by the Wellesley College Theatre from April 6 through May 4, meeting on Sunday nights from 8:30 to 10:00, at Alumnae Hall. Sessions, conducted by Paul R. Barstow, will be devoted primarily to scene-study, with some exercises in improvisational techniques, body movement and voice projection. Scenes will be prepared and brought in to be performed for criticism by the group.

The number who can be involved in the sessions is limited. Those interested should submit their names to Mr. Barstow (here or at 235-6896). Participants will be expected to attend each session and to be familiar with the scenes worked. Each participant will be expected to prepare at least one scene for workshop performance.

Freshman Writing Prizes

This year, for the fifth time, the English Department will award two prizes of $25.00 each for freshman writing.

Freshman Prose Award: Any original piece of prose, short or long, critical or purely imaginative, written for a course or not, is eligible.

Freshman Poetry Award: Any original poem or original translation of a poem is eligible.

Entries should be signed with a pseudonym and accompanied by a sealed envelope containing the author's real name, with her pseudonym on the outside. Each entry should also at the top of the first page the award for which it is to be considered. All entries must be received in 103 Founders by Monday, April 21, 1969.

Jewett Displays Photos as Art, Surveys Photographic Visions

by Susan Heineraam '70

"Photography is an art and it has a history," asserts the current exhibit in the Jewett corridor. Selecting impressive examples of nineteenth century photography, the display surveys the development of photographic vision.

Numerous daguerrotypes, tintypes and ambrotypes reveal the nineteenth century craving for portraiture, a desire which photography could satisfy. The richness of detail and of tonality in daguerrotypes, along with the strong presence of the sitter, appealed to the taste of the time and led to the immense popularity of these beautiful objects.

Art of Portraiture

Some of the earliest portraits on display are calotypes by Hill and Adamson. Reflecting the taste for Dutch seventeenth century art, these photographs use a tonal vision. Strong lights bring the faces out of the Rembrandtesque shadows.

Julia Cameron also uses a painterly approach to bring out the reality of her sitters. Pulling her camera slightly out of focus, she gives her portrait of Carlyle a feeling of life. In contrast to the drama of Cameron's presentations, the images of the Galerie des Contemporains represent simple, direct confrontations. Strong shapes give a sculptural definition to the figures; details are isolated to enhance the total construction.

Capturing Reality

Since photography originated with the urge to record landscapes, the

(Continued on page 8)

Wellesley-MIT Happening . . .

Continued from page 1)
phere and have a longing for the real world, the world of concrete and density and congestion" . . . and the boys would say, "I'm tired of the city; I want to see the trees;" and one has the imagination of these buses passing . . . "

Betsy Goehner: Taking courses at MIT has to be seen in the context of wanting to get off the campus, partly to do things in Cambridge and partly to have a change . . .

Mr. Douglas: I'd like to pick up a word . . . that involves the character, quality and the pace of change on these two campuses.

Quality of Change

Betsy Goehner: Students now want to be sure that the rules they are abiding by, the things they are doing with their time are really what they consider meaningful.

Peter Harris: My background was very unusual inasmuch as I went to highly progressive schools before I came to MIT. I never had anything like grades or really rigid courses so I was naturally very struck by the educational process at MIT and immediately became involved in educational reform — correction, maybe. In order to do this I had to go underground, wear coats and ties . . . I was used to blue jeans, keep my hair a bit shorter than I liked, and even not grow my beautiful red beard that drove all the girls wild . . . However there is considerable room at MIT for educational reformers . . .

Sandy Harlow: Somewhere in the 20 years or so before we went to college we did learn that education is supposed to do something . . . we can notice a turn toward activism . . . at MIT the Social Service Committee has just been renamed the Urban Action Committee . . . Students have begun to realize that they have a responsibility right now for the world in which they live.

What About Standards?

Mr. Phibbs: It seems to me that standards at Wellesley have not changed, but I detect what I feel is an anti-intellectual mood among students these days, and I think this takes the form of trying to find ways to avoid the rigors of an education. I think the social concern which students have is an excellent thing and a very important thing, but not when it becomes an excuse for not doing the rigorous academic work that one should be doing in college . . . What kind of balance is needed between concerns about educational reform, social concerns, and getting one's education? . . . There is a real problem here about irrelevance . . .

(Ed. note: The speaker wished to stress that the preceding remark was designed largely to provoke discussion.)

Mr. Douglas: (after audience applause had subsided) . . . I think it's important to read this restlessness . . . I don't think we know yet how properly to listen to these new sounds . . . I don't think this kind of phenomenon exists unless there is some sort of "dis-ease" behind it . . .

But Why?

Peter Harris: It boils down to the fact that I want to know why I should have to take a rigorous course . . . I'm working on some of the educational reforms, it's a very tedious, very rigorous task . . . Before we spend time memorizing . . . we'd like to know why, and when faculty or administrators won't give an answer, students balk.

Tiz Good: I think the time element is important here. The sophomore class invited the Trustees for dinner . . . for them, we learned, two years is a very short time, while for students it's half of their college career.

Sue Wing: What Mr. Phibbs said about a balance is part of the reason why students are pressing towards a more active involvement, rather than in the opposite direction . . .

Opening the Dialogue

Mr. Douglas: I have scribbled down a few words that seem to summarize the action words the students are using . . . "choosing," with emphasis on active choice or commitment, . . . "challenging," asking for what underlies a tradition of requirement and prescription, . . . and "action," implying that one of the qualities of restlessness has to do with . . . passivity which has gone along in the past perhaps with being a "good student."

"I sense a kind of demand for awareness of what lies beyond the campus, and perhaps that brings us back to those two buses — certain curiosities of lives not lived, of what exists beyond experiences already experienced. I don't think we're really trying to propose a polarity between rigor and sloppiness; we are talking about . . . a generation that cares as deeply and as anxiously and as profoundly about what the process of education amounts to as any that has existed . . . And some of that restlessness, some of that frenzy, some of that apocalyptic quality . . . scares us to death . . .

Can We Know?

Wellesley Alumna: . . . I think it has to be asked how much someone who is carrying on in the college experience can see what he is doing in the proper context at the time . . .

Peter Harris: The other alternative is that . . . we'll have to take our education on faith . . . and you're going to be hard-pressed, these days, to find students who are willing to put that faith in the older generation . . . This stems from many factors, the most obvious of which is the Vietnam war, which I think you'll find most students feel was a royal botch on the part of these same people who are trying to tell what's right for their education . . .

Wellesley Alumna 2: I don't want to sound harsh, but how much care did students here give to choosing the college they wanted to attend, and did they not know from talking to advisers and being interviewed and reading the catalogue what they could expect, and when they got there, did they not find what they expected?

Sue Wing: Basically, no . . . The first term of freshman year, especially, you'll find so many new things and so many ways of looking at life . . . it's a very mind-expanding experience, and nothing you ever read in a catalogue, — or even if you went up for a tour and talked to students there, which is a closer approximation — nothing will ever quite tell you what you're getting yourself into . . .

Defining Terms

MIT Alumnus: Well, personally, I'm not over 35 . . . I have several observations to make . . . when you hire someone to educate you, you want to make sure they know more than you do, and I think the record speaks for itself at both Wellesley and MIT . . . and what does "active" mean? — I had some courses that were pretty "active" . . .

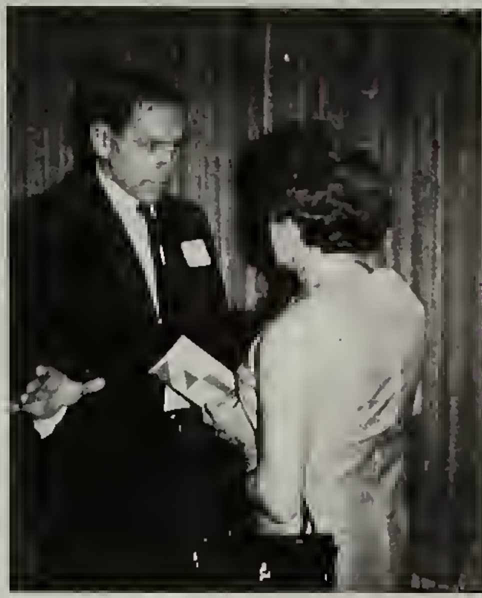
Sue Wing: I think "active" can mean, very, very broadly, something apart from your courses; if you somehaw step back from your courses it's a lot easier to see where you're going.

Peter Harris: One definition of active education would be to contrast it with a passive education whereby a student goes and sits in a large lecture hall for three one-hour sessions a week copying down whatever the instructor says or puts on the board, spews it back on a final, and that is the sum total of his education . . .

Wellesley Alumna 3: Almost daily within the last year, we've heard that different colleges are becoming coeducational. It seems to me that Wellesley and MIT are having their cake and eating it, too . . .

Tiz Good: Many students feel that the MIT program is not a substitute for coeducation . . . what they want is a coeducational community . . .

Betsy Goehner: It does seem to me that coeducation should be whole-hearted or not at all; you know, not just 10 or 12 here and there for people to fight over . . .



Phillip Phibbs, executive vice-president, with Mrs. Arthur V. Marshall, Wellesley '38.

Finding the Channels

MIT Alumnus 2: Many of us were surprised and shocked about what went on at Columbia a couple of years ago . . . How has it affected the two schools? . . . and is the feeling that some morning we're likely to wake up and see the headlines in the Times that the same thing has happened at MIT or Wellesley? . . .

Sue Wing: I don't know much about MIT, but I just can't imagine . . . the idea of "Students Take Over Billings Hall" — it's just not practical . . . I think Columbia made people realize that change was in the air . . . and made us see that if the channels will not allow change . . . we have to change the channels . . .

Sandy Harlow: At MIT, I've found that the administration is very clever; they've found ways to immediately respond to student demands in terms of sort of co-opting the leaders into the very administration structure itself . . . But I would not like to underemphasize the much more responsible types of changes that they see must be needed over a longer period of time . . .

Pace of Change

Mr. Douglas: The president of the MIT Alumnae Club, by a patient count, discovered that of the 200 courses that were in the catalogue 10 years age, 50% have disappeared — I think there is a certain advantage in that kind of climate . . . During the tensest time of the term last fall, in the three-week sanctuary, the apperance of Dr. Wiesner, (Dr. Jerome Wiesner, MIT provost — ed.) wearing a slouchy old sweater at two o'clock in the morning . . . established there a quality of trust . . . a curiosity on the part of a provost . . . about what they were thinking.

So that, while one can read whatever one wants to into voices of unrest you may have heard tonight, I think on the other side, there are some extroordinary efforts to get together. These thing don't get in the papers; what gets into the papers is when the process doesn't work . . . I think both campuses are in the process of changing all kinds of habits and attitudes and whether we like to admit it or not, students have had a lot to do with it . . .

Richard M. Douglas, professor of history and head of the department of humanities at MIT, with Wellesley alumnae (l-r) Mrs. Arthur V. Marshall and Mrs. Russell Carter '49.

Alumnae Hear Moderate Trustee

Ed. note: The following are excerpts from a speech by M. Margaret Ball, Faculty Trustee, delivered to Alumnae Council, Mar. 20, 1969. Miss Ball taught at Wellesley before becoming professor of political science and graduates studies at Duke University. The speech was entitled "Challenge and Change in American Higher Education." News leaves it to its readers to evaluate the character of her response.

. . . The conditions out of which existing challenges arise are many. Among the most significant is a social revolution which is not altogether sure of its direction and to which a great many things have contributed . . . Authority is being challenged at all levels of American society . . . Many of our young people are engaged in a search for meaning in a world in which former guides to conduct have lost their inherent authority. . .

Meaning in life is sought through efforts to promote social justice . . . The goal of material success has been replaced not by contemplation or cerebration but by commitment to a social cause — this is the axis upon which much undergraduate activity revolves.

Feeling of Alienation

. . . Tied in with all this is widespread alienation . . . not limited to students. Faculty members and administrators are also alienated . . . Tied in with it also is increasing intolerance . . . Our National community is in danger of being torn apart . . .

In a period in which students are increasingly demanding a voice in faculty appointments, and in which some are tending to lay greater stress on the acceptability to campus activists of what is taught than on the requirements of the intellectual disciplines, this lays a special burden upon other students, faculty members, and administrations to see that teaching staffs continue to be selected and retained because of their intellectual qualifications and not for other reasons.

Equally, however, it lays the same kind of responsibility on the same people to see that members of faculties are not dismissed for reasons extraneous to those qualifications. It means, too, that institutions of higher learning should be careful about meeting demands for 'relevance' by introducing courses which have little or nothing to do with intellectual disciplines — whether in the form of courses on how to make home movies or on how to be most effective in the quasi-guerrilla warfare to which a number of our institutions have been subjected . . .

The right to peaceful demonstrations is recognized by most institutions. An increasing number, however, are quite properly (to my mind) declining to accept the idea that this right can or should be carried to the point of impairing the functioning of the institution . . .

Most institutions have already received demands on the part of members of the faculty, or students, or both, for a greater role in policy-making . . . As these changes are worked out, certain problems will have to be met.

Responsible Participation

One such problem is how to insure that responsibility for the development of the institution will continue to rest with individuals whose tenure spreads over a considerable time period. Certain decisions are irreversible, by nature, and should not be made subject to the fluctuations of changing undergraduate opinion. (Ed. note: original copy reads "erratic undergraduate opinion")

A second is to insure that responsibility for decision-making is clear-cut, and real. To some students, "meaningful participation" means a veto over institutional action — as, for example, in the hiring and firing of instructors teaching in Black Studies programs . . .

Responsibility for decisions become unreal when the individual who made it is no longer available . . . Faculty and administration cannot be held responsible for decisions which they were powerless to prevent.

A third is to ensure that student representatives on policy-making bodies realty represent student opinion.

. . . Whatever role may be given students in high policy-making must be clear cut and thoroughly understood. Only in this way is useful participation to be gained, and unnecessary frustrations to be avoided. (Ed. note: the original text, before amended in handwriting, read: "and only in this way are more extreme demands to be avoided.")

Conceding Representation

. . . We must assume — if, as, and when such representation is conceded — that students are seriously interested in responsible participation in the furtherance of the overall intellectual purpose of the institution.

. . . To determine a relationship between educational institutions and society at large which will advance the purpose of both without seriously damaging either gets us into some far from easy questions. Should social utility be the sole or major criterion of institutional curricular and/or non-curricular policy?

Social Involvement

Should institutions Introduce courses or other programs primarily to solve social problems? If so, how

(Continued on Page 7)

Moby Celebration of Rebirth:
The Once and Future GRAPE

by Christopher Franz, '69
rock reporter

(How does it come about — the strange workings of fate? A good group, good music, good material, conscientious performance — and then the harbingers of doom: internal and external controversy, a massive suit by a treacherous ex-manager, a serious communications breakdown with their recording company; prospects are suddenly ominous. Death, catharsis, rebirth. Moby Grape has not only survived, but come out with a strong, sensitive, remarkable new album: "Moby Grape '69." Listen to it, and here's how they got there:)

Moby Grape goes through changes. Over and above all else, their changes are profound and motive. In this world of static entities (hear the same tunes played over and over on AM radio all day), the Grape's essentially evolutionary progress takes on revolutionary stature. Eye magazine has cited Moby Grape, along with the alas, demised Buffalo Springfield, as being the two most significant contributors to American rock music in '68.

During the past year, Moby Grape has appeared in Boston twice, at the Supermarket/Unicorn in Kenmore Square (once last January, again in October). The difference between these two performances represented a musical leap from the level of a come-on-strong Monkeys pop-approach, to an immensely higher plane of sophisticated synthesis of blues, country, jazz, and folk elements which raises them to distinction among contemporary rock groups.

The Hard Way

In their experiences, the Grape have won (Columbia's initial big-push promotion), lost (Columbia's subsequent bring-down), learned and grown. Their music has also gone through these phases, developing new forms, new perspectives, freer dimensions relinquishing outmoded features. The group has evolved through shifting patterns of dominance and influence, as different members come to the fore with different contributions— and some depart, as did prodigal free spirit Skip Spence (original drummer for Jefferson Airplane, then rhythm guitarist with Moby Grape).

Throughout this all, one factor emerges: they continually advance. A Crawdaddy! reviewer has described them as "basically schizophrenic," yet they never cease to achieve new resolutions. They may not always be commercially polished, but they are always proficient, often innovative, and occasionally dynamic.

Their personality transformations have been the result of four or five heads — each diversely oriented — seeking to maintain individual identities within a group concept. In a situation like this, integration is bound to be variable, and cohesion be thrown to the winds. A few minds get blown . . .

Skip Spence's loss from the group is to be regretted, yet it is not irreparable. They lose more in the sense of frenzy and animation than in actual musical quality. As if to compensate, lead guitarist Jerry Miller has moved forward to become a much more influential and active participant, taking the group on excursions into new fields of blues and jazz improvisation. Remaining rhythm guitarist Peter Lewis contributes a fine sense of harmony and beautiful melodic patterns, providing an infrastructure which supports and enhances Miller's "take offs" into solo themes. Drummer Don Stevenson and bass guitarist Bob Mosley add their significant talents, bringing the group to a total of four exceptionally versatile musical individuals.

Metamorphosis

For a loosely structured collaboration of this sort to be viable, for a group to survive the stresses and strains of time — you must have extremely fluid and responsive interaction, and your music must be of transcendant importance: incorporating differences and adapting to change, instead of shattering under it. It's all a growth process, and Moby Grape has proven itself capable of highly valid transitions.

By maintaining their personal and artistic integrity in concert, the Grape have come under criticism as being too digressive and schismatic, their collective approach verging on group illusion. Yet when they are really, creatively together, the effect is totally overwhelming! They achieve a whole, pure, rock sound of incredible density — an organic depth and intricacy rarely found, except in instances of the Byrds and Lovin' Spoonful. Augmenting their instrumental prowess, the Grape have a singular beauty and power of expression, and a sense of absolute conviction in their music, which establishes an inclusive rapport with the audience.

They reach a stage of enchantment where images fuse with reality, and the psychic energy generated by this conversion finishes (you) into a state of abstraction. Listening, a form of audile cognition is effected and works magic numbers on your mind: the music suddenly exists within your thought processes, causing a weird concept of reality as a movie . . . outward action is perceived as pictures projected inside your head with a soundtrack. Indescribable. (Something like this must explain the amazing tenacity of Grape fans,n hard core of whom are found in any rock audience — it's a very heavy, high experience!)

Revelation

The Grape's more recent appearance at the Psychedelic Supermarket demonstrated a combination of the two factors: fluid, intangible ideas, with solid, concrete expression. The group was essentially exploring new terrain, yet they managed to achieve some great moments of light jamming in the midst of this pioneer work — the likes of which are captured for posterity on the "Jam" member of their double-album set "Moby Grape: WOW" (buy it for the good of your soul).

A new album is out now, just released: "Moby Grape '69," which seems to be closest to a realization of their musical goals. It is at least an authentic, coherent statement of their intentions, without any of the psychedelic interference which Columbia saw fit to introduce into their "WOW" album (against the Grape's will, and to their everlasting chagrin). This is them speaking — not through any intermediary — but direct communication; and it's good to hear. It's personal to them, and yet relevant to you (which is the essence of the process). The songs vary from painfully beautiful, to iconic, to goossly humocous; ranging through ballads, driving blues-rock, and even some old R & B jive. They're eclectic and disillusioned and basic and ambiguous — absurd and rational and fatalistic.

What all their music has in common is that good Grape spirit: a special sensitivity and perceptivity that keeps coming back, a reminder of the past and an intuition of the future. They're true and real — and the sound grabs you; they're strange and disconnected — but the words get into your head. The vague, elusive quality which is in their music becomes irresistibly vivid and compelling. It may be that the Grape represent a Dionysian element which is lacking in these Apollonian times. They get to you through your feelings, and then reach your mind and body. In between they are merely impressive and impressional. Whatever their music finally becomes for you when the effect crystallizes, it gives you insight into yourself . . . and that's valuable.

"Moby Grape: Peter Lewis, Don Stevenson, Jerry Miller, the erstwhile, impish Skip Spence; and Bob Mosley."

Students Defy Anti-Protest Bills

WASHINGTON (CPS)—Fact: Most state legislatures are meeting this year. Fact: most student uprisings are happening this year.

Conclusion: Legislation is being proposed in states all over the country with responses to student unrest that are overly repressive, in some cases apparently unconstitutional, and at best (to use Mayor Daley's favorite phrase) overreacting.

In many states this year students are not sitting still for this statehouse activity. They are lobbying to make sure budget cuts, anti-demonstration bills and other measures don't even make it to the governors' desks.

Participating "Liberals"

Most of the students doing the lobbying are not radicals, but come from the second line of defense — the liberals. Not likely to participate in takeovers or issue demands, these students will nevertheless find reactionary legislation repulsive enough to fight the "establishment" at that level.

The issues vary from state to state, but a clear pattern is evident. Legislators feel a real or imagined threat to the power structure of their state public institutions, and immediately try to pass bills which are, quite literally, reactionary. Students then mobilize in different ways to combat these bills.

CUNY Protest

In New York, students at City University planned a convergence of 10,000 students from a number of CUNY campuses on the state capital at Albany. They were angry about the cuts the legislature was making in the CUNY budget.

According to letters of an intercampus group, the Student Advisory Council, the cuts (to two-thirds of the college's request and to a total less than last year's budget) will mean that the University will not be able to admit any new students next fall.

The CUNY students believe this is the wrong year for budget cuts from the legislature. "Society must prove that university radicals are wrong — that democracy still exists, that higher education for all still exists," they say.

Fines and Sentences

Pennsylvania's legislature is down-hoed on student rights. A recently proposed measure says, "Anyone who annoys, disturbs, disrupts, taunts, assaults or molests anyone on campus . . ." is subject to a three month jail sentence and/or a $150 fine. Representatives from state campus governments and a few student newspapers spent a day lobbying against the bill. Governor Raymond Shafer has indicated he's against it.

Indiana students are battling a series of measures thrown their way by the legislature. A confusing bill which prevents student voting in their college towns comes up soon for the Governor's signature. The bill, students say, was a reaction to last spring's Democratic primary, when student voters in college towns significantly altered or swayed the results in many areas of the state.

Down on the Underground Press

The state has also jumped on the anti-underground press wagon. After Spectator, an underground at Indiana University, reprinted the John Lennon, Yoko Ono nude photograph, the legislature passed a bill forbidding any organization associated with the school to advertise in the paper.

The faculty at Indiana University is staging a small rebellion of its own against these measures and against low salaries and budget cuts. According to students, some of the campus' most respected young professors have said this will be their last year at the school.

Ohio and Wisconsin students have mobilized in an effort to stop their legislatures from unfair action against out of state students. Resident students of both states are arguing that their own interests and those of the universities would be threatened by measures reducing financial aid to out of staters, and opening the way to increases in their fees.

Crackdown on Demonstrators

In Illinois, a bill has been introdured requiring expulsion of students participating in "demonstrations and acts of vandalism." Spokesmen for a student coalition of student body presidents and other representatives from the state's eight public campuses testified recently in hearings against the bill.

Like most of the liberal students fighting the legislature, the coalition tries to use legislators' hate for radicals against their bills. "The automatic expulsion bill," they say, "gives the radicals a ready-made issue — political control of education — and confirms what they have been saying about the Establishment. This undermines the ability of moderate student leaders to settle disputes through existing procedures."

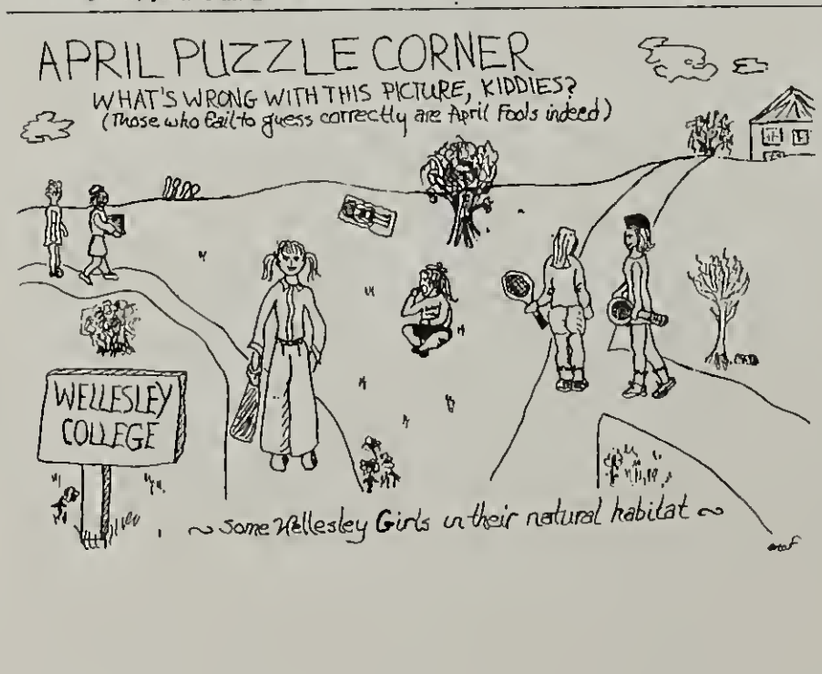
Up Against the Wall

In some states, though, little can be done by students because of the nature of the legislature.

Probably no state legislature spends as much of its time talking about higher education as California's, but students are doing little lobbying in Sacramento. They are convinced that the governing bodies are so conservative that "almost any bill intended to crack down on disorders will pass."

The other issue that concerns California students is Governor Reagan's attempt to institute tuition at state colleges and universities. Students there have never been charged tuition (although they pay steadily rising fees).

In fighting tuition and fee increase some students have been arguing that the university and state colleges could save more money and earn more from their investments than they do.



BMFA Features Kirchner Prints; Expressionist Uses Bold Colors

(Ed. Note: The following is from a release from the Boston Museum of Fine Arts.)

A giant retrospective of the brilliant German Expressionist painter and printmaker Ernst Ludwig Kirchner (1880-1938) will be on view at the Museum of Fine Arts through Apr. 27 in galleries AA and BB. Commemorating the 30th anniversary of the artist's death, this comprehensive exhibition includes 148 paintings, prints, drawings, watercolors, and sculptures from over 70 public and private collections.

A leading figure in the Expressionist movement, Kirchner was founder of the revolutionary Brucke (Bridge) group which in 1905 broke away from the academic 19th century artistic tradition in Germany to create a "modern" art. Inspired by the formal and coloristic discoveries of post-impressionist masters, Munch, Van Gogh, Gaugin, Matisse, and by primitive African sculpture and other non-western art, Kirchner strove for a spontaneous combination of imagination and objective reality in his art. Intense, clashing colors and distortion of figures and space created a two-dimensionalized style at once decorative and expressive. Constantly changing through the confrontation and solution of new formal problems, Kirchner's work remained boldly innovative throughout his life.

The aim of Kirchner's art was to give pictorial form to contemporary life. From haunting self-portraits to monumental Alpine landscapes to the stylish superficiality and anxious frenzy of Berlin on the eve of World War I, Kirchner captured as no other artist of his time the loneliness and paralysis of modern man. The tremendous impact of his work springs from his ability to convey through discipline from his own tormented experience of this existential crisis, the hostility of the modern city, the dehumanization of war.

Changed Subjectivism

The Brucke conviction that art must spring from life and life must be lived as art, and their revolutionary ideas about color and form proved shocking in Germany; one critic called a room of exhibited Brucke paintings "the Chamber of Horrors." The famous Berlin street scenes, painted about 1913, suggest Kirchner's anxiety and torment in the face of imminent war. His military training as an artillery driver in 1915 ended with physical and nervous collapse. The "Self-Portrait as a Soldier," which shows him in uniform with an amputated right hand, expresses the unresolvable conflict between society which compels man to war and the man who cannot bring himself to fight.

After his breakdown, Kirchner moved to Switzerland, where he spent the rest of his life. From the strongly distorted and expressionistic style of his Berlin years, he moved gradually toward a more monumental and decorative style. Slowly his sense of existential crisis dissipated, but his subjective interpretation is still strong in his depictions of the mountains and snows of Switzerland. The "Winter Moon Landscape" is typical — a vast and peaceful mountain scene animated with overtones of the fear and anguish of the world beyond Switzerland, which Kirchner never forgot.

In 1938, Ill, his work exposed to nationwide scorn by the Nazis, and with an increasing sense of a new war pending, Kirchner took his own life. Earlier he had written: "When it has to be, I will also give my life as a sacrifice for art. I have a pure conscience and have always given the best of my work to others. A valid value-judgment will not be possible until long after our time."

Kirchner's work has had a profound influence on the development of 20th century art. Boston is the only east coast city to see the current rich and comprehensive retrospective exhibition, organized for the Museum of Fine Arts by Thomas N. Maytham, associate director of the Seattle Art Museum and Dr. Donald E. Gordon, chairman of the department of fine arts, Dickinson College.

Admission is 50c; students under 16, 25c; members free.

Alumnae Hear . . .

(Continued from page 6)

far can and should they go along these lines?

Should members of the educational community be encouraged to engage in non-institutional activities geared to change in local methods of doing business? To change in town policies in respect to primary and secondary education?

. . . Since colleges and universities are inevitably a part of the communities in which they are located . . . they cannot well divorce themselves completely from the problems with which those communities are faced . . . The key to useful cooperation is probably to be found in the way in which assistance is offered, when it is offered.

. . . What appears to be on its way in is the elimination of segregation on the basis of sex . . . I am not myself prepared to take a position on the issue at this time (as regards Wellesley).

. . . I should hope that institutional amalgamation would never reach the point at which virtually the only first-class education available was to be found in multiversities in which the individual tends to become lost in the mass.

It is not thus that we shall solve the individual, or the social, "identity crisis" of our time.

Promotes . . .

(Continued from page 4)

Awards from Wellesley. Mr. Vanderpool is a graduate of Harding College, holds an M.A. from Abilene Christian College and earned his Ph.D. from Harvard Divinity School.

Mrs. Allen has done extensive studies on the properties of blue-green algae and is currently doing research on aspects of its cytology and biochemistry. A 1960 graduate of the University of Wisconsin where she earned her M.S. degree, Mrs. Allen holds the Ph.D. from the University of California at Berkeley. She joined Wellesley's faculty in 1968.

Mrs. Yang is a specialist in the field of cellular physiology and biochemistry. Before coming to Wellesley College in the fall of 1968, she served as a research associate at the Retina Foundation, Boston, where, during the coming summer, she will conduct research in bioenergetics and mechanisms involved in the initiation of protein synthesis. Mrs. Yang has been a postdoctoral fellow at Harvard Medical School and has held two research grants from the American Cancer Society. She is a graduate of Hunter College and holds a Ph.D. from Syracuse University.

New Image-Maker

Continued from page 1)

job as chief of program development of the United Planning Organization (UPO), the local Washington metropolitan anti-poverty program, from 1964 to 1967. As one of the original staff members, she was responsible for initiating and administering the section of the agency concerned with the development of programs and fundable proposals.

Lobbies for College

With UPO she developed staff training programs to help aides work successfully with community groups. Writing most of the submissions to funding agencies, she conducted the subsequent negotiations.

During this time, Mrs. Gordon was lobbying for the creation of Federal City College. As an original member of the staff of the college, she performed a wide variety of tasks associated with the establishment of a new university including the duties of public information officer, later as publications director she prepared all of the major publications of the College. In addition, she teaches a section of English composition and also serves on a number of college committees.

As director of publicity at Wellesley, Mrs. Gordon replaces Mrs. Elizabeth Buys who left to assume another position.

Petersen . . .

(Continued from page 2)

system. However, they are not likely to make such a change in the status quo without some indication of support from faculty and students. Lamentably, this has not been forthcoming — for whatever reason. If you want change here is the place to act, and now is the time, not after a proposal has been made. There is another committee in existence which is also concerned with tenure and indirectly with the power connected with it — the council's committee on committees. Here, for example, the role and shape of the appointments committees are being redesigned. If you are puzzled that a committee allegedly representative of council is composed of tenured faculty, and that this committee is empowered to make decisions about junior faculty of the small committees, I am sure that this committee on committees would be happy to hear your questions, opinions and proposals. Perhaps they would also like to hear your views on the council's nominating committee which only nominates tenured faculty for the appointments committee. Needless to say, if they are not informed of your interests they are not likely to act. The college cries for change but is apparently blind to the instruments of change in its very midst.

Let me return, now, to the question of tenure and purely from the perspective of a junior faculty member. I shall try to be fair in describing what I see, and while I believe that many of my peers feel the same way as I, I make no pretense to speak for them.

The gap between tenured and non-tenured is a gap between power and powerless, security and insecurity, or, as Harvey Cox was quoted as saying in the same edition of News as the tenure article, between condor and can't, participation and peonage. What is not realized is that the insecurity of the junior faculty comes not from the lack of tenure but from the lack of power to participate in the very decisions which affect them most directly — a phrase which has appeared several times in News in connection with student power and the so-called new morality. And not inappropriately. For junior faculty are subject to the same insecurities and impotence in the face of the institution as the students. But the institution which faces the junior faculty is not the administration, paradoxically, but our senior colleagues. De facto, they hire us, promote us and determine what courses we shall teach — as distinct from our own power to propose courses and vote on course offerings. If I may paraphrase the title of a widely discussed article by a former teacher, what you see in the role of the junior faculty is a picture of the junior faculty as nigger.

The term "colleague" is thus misleading as long as one group of people has the de facto role of employer of another group, even though both groups do exactly the same thing in the classroom and have fulfilled the same requirements for being allowed to teach in the institution at all. Ours is therefore not a relationship of equals but of junior and senior, greater and lesser, superior and inferior — de facto. Not tenure per se but the powers now associated with an intimidating barrier to real collegiality. Although many senior faculty never make us conscious of this barrier, it exists and not infrequently rears its ugly head. But that it ever appears is sufficient reason to remove the barrier de juris. If we believe in collegiality, let us redesign the ground rules of the relationship and do away with the creaky ladder of power, privilege and success which dominates our mentality and our profession, which, indeed, is given support by the national AAUP in its rank-rating consciousness. Equality of power is not inordinate as long as there is equality of function.

As for differences in the quality of our respective functionings, which is largely what affects the student body, let us reward quality objectively determined (cf. News editorial on "Security Guards") with increased salaries, research time and assistance, and, for those more involved administratively, with a paid vacation to Bermuda (or any location of choice!). There is, it seems to me, something appallingly primitive in rewarding professional expertise with power over other human beings. It is even more appalling to see junior faculty striving for the power and privileges now associated with tenure. Indeed, it is sickening.

Are we faculty not capable of governing ourselves, of accepting decisions in which we have all participated, of recognizing the needs of our departments and our students, indeed, in assenting to decisions which in some cases require our own departures? As junior professionals, do we still need seniors to act over us in loco parentis?

As to the benefits of democratization, I firmly believe that the "wider range of opinion" (Mr. Shell) in decisions of hiring, firing, promoting and staffing of courses will result in a more effective curriculum. To specify why "more effective" would entail unnecessary and unfortunate comparisons with what now exists. I would like to hear reasons why the curriculum would be less effective, or why there is any other criterion involved than the quality of the curriculum.

But the real benefit would be in the morale of the college community brought about by the full participation of all of the faculty in the meaningful process by which the college functions. If either of these benefits could materialize, Wellesley College would be a better place in which to study and to work. I hope that for your sake you make the change.

Postscript: Completely unrelated to the foregoing is another correction which is somewhat embarrassing. The rumor mill has gratuitously given me the title of Chairman of the religion department at Williams College next fall. I am happy to settle for my assignment to handle Biblical studies in that department.

"LAW, ORDER AND VIOLENCE" TOPIC AT PERSPECTIVES SERIES

Dr. Everett E. Hagen, professor of economics and political science at MIT, will give the next lecture of the "Perspectives on Social Change" lecture series next Tuesday at Wellesley High School at 7:30 p.m. Dr. Hagen has had an extensive career in economics, both at the teaching level and in governmental advisory positions. He has published more than 30 books and articles. The lecture will provide opportunity for questions, comments, and discussion from the audience. Individual lecture tickets may be purchased at the door, at $2.50 for the general public and $1.25 for elementary and secondary school teachers and college students.

ANYONE CAN SELL FOR LESS! !

It's easy! All we have to do is reduce prices, stop charging, avoid bonuses and specials, eliminate samples and little gifts, and merely sell for less.

The consensus seems to be in favor of getting an item for less. We have always maintained that we were the best store in town. Now we will prove it again.

All discountable items will be reduced —

33 1/3% off

the regular price. Yes, that's right 33 1/3%. This includes toothpastes, hair sprays, shampoos, hairr accessories and rollers, sanitary products, hair sprays, shampoos, hair accessories and rollers, sanitary products, off regular price. See our tremendous variety.

Check our fabulous selection of cosmetics, colognes and perfumes.

THE COSMETIQUE

572 Washington Street, Wellesley

Eric Goldman Overdramatizes Instead of Analyzing Johnson

by Martha Wasson '71

The Tragedy of Lyndon Johnson by Eric F. Goldman suffers from Goldman's limited perspective as "intellectual-in-residence" for two years and three months during the Johnson era. Ten days after John Kennedy's assassination, Goldman had been called to Washington by President Johnson from Princeton University where he was Rollins Professor of History.

Goldman admits, "I was not an LBJ 'insider' in the sense that I was an intimate of President Johnson, or was regularly called upon him to help determine domestic and foreign policies of great moment. I simply worked in the White House, was part of its life and its atmosphere." Often the book reads like a collection of old newspaper articles sparkled with the memoirs of Eric F. Goldman, rather than a rigorous analysis of Lyndon Johnson.

The Tragic Figure

Goldman's historic epitaph of the man is overdramatic: "Lyndon Johnson could win votes, enact laws, maneuver mountains. He could not acquire that something beyond, which cannot be won, enacted or maneuvered but must be freely given . . . that respect, affection and rapport which alone permit an American President genuinely to lead. In his periods of triumph and of downsweep, in peace as in war, he stood the tragic figure of an extraordinarily gifted President who was the wrong man from the wrong place at the wrong time under the wrong circumstances."

LBJ, according to Goldman, was extremely gifted and brilliant, but "a sense of insecurity was woven so thoroughly into the man by external circumstances that it brought to a high state of development his intimate tendencies. Facing a world that he thought looked down on him, he sought constantly to prove to himself and to it, that he could beat it." Handicapped by provincialism and a weak education, he "turned his marriage with a woman he deeply loved into a near-tyranny; a Congressional career shot through with instincts for the national good into a feral pursuit of personal domination; a Presidency marked by a broad streak of idealism into what so often appeared to be an exercise on self-interest."

LBJ and the Intellectual

The book is dominated by an analysis of LBJ's failure to establish rapport with the intellectual community despite an unexcelled record of social legislation. Goldman's account of the 1965 White House Festival of the Arts is perhaps the most illuminating chapter of the volume.

Goldman uses the event to illustrate characteristics typical of the ex-President — for example Johnsonese pleading "Don't they know I'm the only President they've got and a war to run?" Further, Goldman suggests that LBJ's failure with the intellectuals in part caused the skepticism of Metro-America (the urban, well-educated of the twentieth century) who hold the intellectuals in high regard.

More interesting than Goldman's shallow analysis of the Johnson administration are his characterizations of the people who were a part of the "tragedy." Johnson all over the brilliant politician is seen fussing over the mess on a secretary's desk. Lady Bird is the shy journalism student transformed into a shrewd businesswoman and politician to meet her husband's expectations. Presidential aides, Liz Carpenter, Congressional figures are all given thumbnail sketches. A seemingly endless stream of vignettes illumine the Johnson years more than Goldman's portrayal of Lyndon Johnson and his tragedy.

Faculty Leaving To Branch Out

By authority of the Trustees, seven faculty members will take sabbatical leaves for 1969-70. Their research and literary work will take place in this country, in Europe and in India.

Fred Denhenux, professor of religion and Biblical studies, will explore the relation between rhetoric and understanding in the Old Testament, 750-550 B.C. His research will contribute to a future book.

Another professor in the department, Miss M. Lucetta Mowry, will travel in India to study the history and significance of Saivism, with aims toward publishing a two volume series for Western readers. She will spend several months at the University of Madras.

Miss Grazia Avitabile, professor of Italian, will concentrate on Italian Romanticism, while planning a course to be given in English on contemporary Italy. On her previous sabbatical she prepared a grammar text now used in her classes.

English Studies

In the English department, professor David R. Ferry will divide his energies between work on his own poetry and a short book on some literary relationships between certain modern poets and the romantics. Also on leave, professor Patricia Sparks will do a long study centering on Alexander Pope's poetic imagery and the problems of definition and analysis.

Spending a large part of her year in Germany, professor Maja Gath of the German department will continue research for a comparative study of Paul Valery and R. M. Rilke.

In the department of Greek and Latin, associate professor Katherine Geffcken plans to extend her study of the poems of Propertius, while beginning a series of papers on various themes of his works. She is an Alumna Fellow of the American Academy in Rome where she will live during her sabbatical year.

Photos . . .

(Continued from page 4)

exhibit includes some of the earliest successes of the camera. Talbot's calotypes reveal the fascination with architectural scenes, while Fenton's picturesque canal views indicate the influence of Dutch art.

The importance of the camera in reporting the news is shown in Fenton's shots from the Crimean War. Half a century later, Genthe records a San Francisco disaster with an immediacy that emphasizes the truth of the photograph.

Selections from two series, **Animal Locomotion** and the **Human Figure in Motion**, show Muybridge's victory over movement. Depicting various stages of motion, his photos revealed positions invisible to the human eye because the eye only sees the total succession of movements.

Anti-Esperanto . . .

(Continued from page 2)

tal problem. Of course there will always be differences in size, but the differences should be reduced.

In regard to your wish for more literature courses in translation I would like to say two things. First, as you well know, translations are not in the least like the originals; this is particularly true for poetry. Second, translations are certainly better than nothing, but would you be prepared to support the appointment of additional faculty members to teach such courses? I doubt that you have in mind not teaching foreign languages, as their usefulness to real understanding and knowledge (not just of vocabulary and syntax) is too obvious. In point of fact, however, starting at least in 1958, the language departments together with the English department and with a succession of interested students discussed and repeatedly presented to the Curriculum Committee plans for a comparative literature course. Such a plan was rejected each time until the Spring of 1967.

I welcome discussion of all sorts of questions, especially those relating to the curriculum in general, and in particular, but I wonder whether the most constructive means is to make remarks in Council which to most Council members sound cryptic or suggest that they are the result of some kind of debate which took place outside Council.

You may have very useful suggestions to make in the foreign language departments and I am sure we would like to hear them and discuss them. In fact we would welcome hearing from and discussing with any other interested party.

Grazia Avitabile
Professor of Italian

John and Yoko POSTER

..... two-sided many-headed two virgin poster unflinchingly, unforgettably uncensored. The poster does not have apples covering Jay's private parts. We put the apples on this ad because in many places in this country private parts are outlawed and we are not interested in being busted for such flyer as that.

cliff house
box 220, village station
n.y.c. 10014

202
Name
Address
City State Zip

TWA
237-9405
742-8196

Applications, Licenses, etc.
Passport Photos plus Photos For Custom Photo Frames
BUBERTS
83 Central Street

MARK STEVENS
FAMOUS NAME SHOES
Attractively Low-Priced
564A Washington St.
Wellesley Sq. CE 5-3603
Across from the South Shore National Bank
Open Friday Night Until 9 p.m.

CUMMINGTON
OF THE COMMUNITY ARTS
Cummington, Mass. Starting June, 1969. For serious young creative persons 18 or older, who are self-directed and wish to help form a self-structuring environment. Stipends, grants. For brochure and application write . . .
CHRIS HORTON
Cherrybrook Road
North Canton, Conn. 06059

Community Playhouse
Wellesley Hills CE 5-0047
Friday & Saturday Eves at 6:30 & 9
Sunday continuous from 3:30
Other Evenings at 8
Ends TUESDAY, April 8
Steve McQueen as "BULLIT"
Saturday Matinee—April 5 - 2 p.m.
"THOSE MAGNIFICENT MEN IN THEIR FLYING MACHINES"
"CAMELOT"

PHONE CEDAR 5-1321

WELLESLEY SHOE REPAIR
EXPERT SHOE REPAIRING
87 CENTRAL STREET
WELLESLEY, MASS. 02181
OPPOSITE FILENES IN THE BASEMENT

Unwanted Hair
SAFELY REMOVED
by the newest most advanced short wave method.
RESULTS GUARANTEED

GRACE & JEAN RENERI
41 Winter St., Boston (Room 51)
Formerly with a leading N.Y. Institute of Electrolysis

TOWNE TAXI
WELLESLEY CAB SERVICE
—237-1323—
MBTA Boston Logan

POPOVER'S
13 Central St.
Take a break from darn food.
A friendly place for a meal or snack

Cinema I & II
SHOPPERS' WORLD FRAMINGHAM
4th Week! In Color
"3 In The Attic"
Mimsaux Yvette
Christopher Jones
1:30 - 3:20 - 5:05 - 7:15 - 9:25
Color
Marlon Brando
Richard Burton
1:15 - 3:10 - 5:00 - 7:00 - 9:20
GENERAL CINEMA CORPORATION
TWIN AUDITORIUMS ★ ART GALLERY ★ PUSHBACK SEATS ★ GIANT SCREEN ★ ACRES OF FREE PARKING